



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ity for the indigent; the tendency for the schools to seek church support and control; and the development of strong private schools conducted as a source of income. But nevertheless a public school system controlled by state and local authorities did manage to develop in Alabama before the civil war and there was a beginning of such a system in Arkansas. Education, while not free, was not costly. Public funds were frequently used to subsidize private and denominational institutions and the land was filled with pine log colleges with powers of granting the highest degree.

The civil war and its results ruined the private schools, which either went out of existence or turned themselves into public schools and asked for state aid. Then, too, the problem of educating both races had to be settled and during reconstruction the public school field was the battle ground of clashing ideals and policies. From the middle of the seventies to the end of the nineteenth century the history of public school education is a record of slow but sure development. But soon after the beginning of the new century there began a much more rapid progress. Probably the most remarkable thing about the century of educational history of these states is the shiftless administration by state authorities of the public school funds obtained from federal land grants, such as the "seminary" grants, the "sixteenth section" grants, and in Arkansas, the "saline" land grants. It is probable that public education would have developed more rapidly without the aid of these large grants. They were valuable gifts made to a population which did not know how to use them. In this respect the history of Arkansas and Alabama is probably paralleled by the history of nearly every other western state.

To the social historian these monographs will be of considerable value for they contain, in easily available form, much information which is now scattered throughout numberless reports and statute books.

WALTER L. FLEMING

The pioneers of Morgan county. Memoirs of Noah J. Major. Edited by Logan Esarey, Ph.D., secretary of the Indiana historical survey, Indiana university. [Indiana historical society publications, vol. v, no. 5.] (Indianapolis: Indiana historical society, 1915. 516 p. \$.50)

Under the above title the Indiana historical society has published the memoirs of Noah J. Major, born in 1823 and since 1831 a resident of Morgan county. The memoirs were written in the ten years preceeding his death in 1908; and while some use was apparently made of state and county records and publications, most of the work is based on memory. Though this necessarily detracts from its value to the scientific historian, the book is a most charming one. The style is simple, unpretending, and

colloquial, but always flowing and easy and even the passages where distinction has been sought have a captivating simplicity and artlessness. Indeed as the author jogs on with his recollections of pioneer life, his anecdotes of men he has known, and his kindly comments on the changes he has witnessed in American life and ideals, one finds it easiest to surrender all thought of criticism or question as to the authenticity of the statements made. If Mr. Esarey had only had the courage to omit the last ninety pages of the book which contain biographies of the county history order, he would have introduced us to a bit of literature with real unity of purpose. As it is, he has been wise enough to reduce the critical apparatus of footnotes to a minimum and to let Noah Major tell his own story in his own way.

T. C. PEASE

The critical period, 1763-1765. Edited with introduction and notes by Clarence Walworth Alvord, University of Illinois, and Clarence Edwin Carter, Miami university. [Collections of the Illinois state historical library, volume x, British series, volume 1.] (Springfield: Illinois state historical library, 1915. 597 p.)

This work constitutes volume x of the *Collections* of the Illinois state historical library and volume 1 of the British series. Under the title, *The critical period, 1763-65*, there is published a series of manuscripts and reprints on British Illinois. The sources thus collected and edited are of unusual interest to students of western history. These documents enable one to trace the entire process of British occupation in the Illinois country in the period covered by this volume. The materials are arranged conveniently under chapters, each having a short table of contents to facilitate the finding of any particular bit of information sought for. New evidence is given on Pontiac's war, and one chapter is devoted to the expulsion of the Jesuits. Not the least important are the numerous reports of agents, traders, army officers and royal governors. The reprint of a scarce and valuable pamphlet on the proposed colony of Charlottina connects the history of this region with that of Virginia, and other English colonies interested in western lands.

The introductory chapters are excellent summaries of the local history covered by the published documents and the larger significance of these sources is made clear. Mr. Alvord has performed an invaluable service for western historians in thus marking out a new field of research. He has been able to clear away much of the obscurity that has concealed the true significance of the Illinois country in the westward expansion of the English into the Ohio valley. The emergence of this new focus of western history makes it necessary to rearrange and reorganize much that has been looked upon as fixed. Illinois will take its place, hereafter, as the